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ABSTRACT

A comprehensive, needs-based portfolio assessment system was developed for use with adult basic education (ABE)/General Educational Development (GED) students at an adult education and job training center in Lewistown, Pennsylvania. Consultation meetings were held with ABE/GED instructors, students, administrators, and counselors to identify relevant needs-based competencies/skills and develop a portfolio format. Other portfolio assessment structures were also researched. It was decided that the portfolio assessment system would consist of a checklist system of the English/writing and mathematics skills, aptitudes, and competencies that students were expected to develop, and selected samples of students' work. Students' skills were further documented through periodic standardized testing that was cross-referenced to the checklists. The portfolio assessment system was used with a total of 35 students enrolled in a GED class, an ABE class, and three independent student ABE/GED classes. Documented increases in student knowledge were readily available through the system of checklists cross-referenced with curriculum-based assessment. The students reported enjoying using the portfolios because they could readily see the results of their learning. (Also included is a sample GED portfolio containing the following forms: skills checklists; case manager review; independent study plan; assessment summary; and competency measures.) Contains 12 references. (MN)

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ED 404 503

Portfolio Assessment

By
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Project Year 1994-1995

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Ph. (717) 248-4942

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Abstract

Title: Portfolio Assessment
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Purpose:

The purpose of the project was to design and implement a comprehensive, needs based system of alternative assessment (portfolio assessment) to be used with ABE/GED students at the TIU Adult Education and Job Training Center. This system was to be constructed after consultation with instructors, students, administrators, and counselors. The Project was to develop a checklist system of skills, aptitudes, and competencies for ABE/GED classes. Portfolio Assessment was meant to provide a method and means for documentation of skills by students, measured by both students and instructors.

Procedures:

Several methods and procedures were used in Portfolio Assessment. One procedure was consultation meetings with ABE/GED instructors, administrators, counselors, and students to develop the needs based competencies, skills, and format of the portfolios. Competencies were developed as learning objectives adapted to student language. Research into other portfolio assessment structures was an essential segment of the project, as all systems have been designed to meet needs of particular agencies. Student input was another essential element of the project both in formal and informal evaluation.

Summary of Findings:

Portfolio Assessment met the objectives set forth in the project. Student retention and motivation was enhanced through implementation of the system into the classroom. Actual number of participants was exceeded for the project, a total of 35 students in three classes were involved in the portfolio assessment project. Documented increases in student knowledge were readily available through use of checklist system cross referenced with curriculum based assessment. Evaluation determined that students enjoyed using the system because they could readily see results of learning.

Comments:

Portfolio Assessment achieved the desired results of providing a comprehensive system of alternative assessment, provided an input mechanism for students involvement in their learning processes, and provided a checklist system of competencies, aptitudes, and skills. Process is the key word for portfolio assessment. The process must be valid and measurement must be directed accurately or results will be skewed. Portfolio assessment was found to be very adaptable in this project format across the curriculum of ABE/GED subject areas ranging from life skills and computer aided instruction to GED subject areas. This project included GED Reading/English and Mathematics. Portfolio Assessment was found to be a very effective measurement/assessment tool. Negative aspects of portfolio assessment were development requires a great deal of time from all involved, can be expensive in regard to number of staffing hours spent on measurement, and portfolio assessment is often viewed by instructors as too difficult, time consuming and many are uncomfortable with a true learner-centered classroom.

Products:

Final Report, Sample Portfolio

Descriptors:

Portfolio Assessment
1994-1995
Contract #99-5018

Introduction

Portfolio Assessment was developed and implemented at the TIU Adult Education and Job Training Center in Lewistown, PA. This section 353 project addressed priority C.2 - Staff Development for Local Impact in Fiscal 1994-1995. The purpose of the project was to develop and implement a comprehensive system of portfolio assessment serving at least 30 students at the TIU Adult Education and Job Training Center. Portfolio assessment insured an element of instructor accountability and allowed for students to be active participants in goal planning. Portfolio assessment proved to be a very effective motivator and self-esteem builder for our students who took part in the project.

The need for an alternative means of assessment was expressed in many forms by both students and staff. A system that was comprehensive, progressive, and competency-oriented was requested by students and staff. Portfolio assessment met these requirements while providing other benefits in the process. Increased self-esteem and motivation to learn were both observed by instructors of students using portfolio assessment. A coordinated effort between students and staff on portfolio contents and procedures was undertaken throughout the entire project. Portfolio assessment proved to be an effective link among our ABE/GED programs.

The objectives of the project included several process procedures that allowed us to enter an introspective view of instruction and measurement

processes. These objectives allowed us to link programs through a common competency system designed to measure student outcomes and document gains in learning with authentic student works. The project allowed us to combine various types of assessment within the portfolio system including curriculum based assessment, content-based assessment, and authentic assessment. The objectives for Portfolio Assessment were defined as follows:

1) To consult with program instructors, case managers, administrators, guidance personnel, and students on a needs based system of portfolio assessment for the students at the TIU Adult Education and Job Training Center.

2) To develop a checklist system of skills, aptitudes, and competencies expected to develop in the model programs that will accompany student selected works for placement in portfolio for assessment.

3) To document the attainment of skills by students at the TIU Adult Education and Job Training Center.

4) To implement the system with 30 students during the project year.

5) To develop a working evaluation system for the portfolio assessment to insure instructor accountability and student input.

6) To disseminate the above portfolio assessment system.

Portfolio Assessment was conducted from July 1, 1994 to June 30,1995. During this year period all phases of development and implementation occurred. Due to the nature of portfolio assessment, however, continuous development must occur to meet the diverse needs of adult learners. As a result final revisions are not possible in the above time frame. Portfolio assessment is a long term process and commitment and limited results can be obtained in the initial implementation phase.

Portfolio Assessment was administered by the Tuscarora Intermediate Unit 11. The Intermediate Unit sponsors all TIU Adult Education and Job Training Center programs. Project director was Carol S. Molek. Ms. Molek has over eleven years experience directing adult education programs for the

Tuscarora Intermediate Unit, developing and implementing special projects. Project coordinator was Brian D. Frey. Mr. Frey is currently the Region 5 Staff Development Coordinator and instructor of ABE/GED programs. He has previously served as an instructor of pre-employment skills, JTPA Adult Basic Education programs, local prison GED, and instructor of the homeless. Mr. Frey also has five years experience supervising/instructing summer youth programs.

This report is intended to identify the results of the Section 353 mini-grant to the U.S. Department of Education, the Pennsylvania Department of Education, and for dissemination across the state. Many adult educators and agencies dealing with adult education will be interested in the format of this project and the processes involved in portfolio development and implementation. Any individual or agency considering portfolio assessment can benefit from our experience in this project.

Dissemination of this report and project final product will be conducted through the following sources. Permanent copies will be kept at all of these locations.

Pennsylvania Department of Education
ABLE Bureau
333 Market Street
Harrisburg, PA 17126-0333

AdvancE
333 Market Street, 11th Fl.
Harrisburg, PA 17126-0333

Western Pennsylvania Adult Literacy Resource Center
5347 William Flynn Hwy. Rt.8
Gibsonia, PA 15044-9644

TIU Adult Education and Job Training Center
MCIDC Plaza Building #58
One Belle Avenue
Lewistown, PA 17044

Statement of the Problem

When the motivation to learn and the will to continue are broken for a variety of reasons, adult learners often retreat into the safety of their past. Portfolio assessment was a solution to enhance retention of learned material and serve as a motivator to continue coming to classes. As adult educators, we often see students with these problems. Developing a system that would allow students to see gains in learning and offering them control over their own learning and goal planning was the challenge before us in this project. In addition, this system would have to serve the needs of the agency in documentation of learning gains through assessment methods. We saw that we needed more than simply the typical standardized tests to measure learning gains. A combination of authentic assessment, content-based assessment, and curriculum-based assessment integrated into a portfolio assessment format appeared to be one answer.

A system that was competency based proved to be the simplest to measure and easiest for the students to use. Part of the challenge was dealing with adults, not children. A lot of portfolio assessment system development has occurred in recent years in the public school system, but there are very few adult applications to adapt. Many of the concepts presented in public school systems on portfolio assessment would be very difficult to replicate. In public schools, students are with the school system for long periods of time where adult agencies have a relatively short contact period with learners. A solution to this was to attempt to develop a system that would produce the best results for a short term period.

Adult learners appeared initially to present another problem in implementation. A lot of students had previous experience with failure in the

public school system. How would adults accept the resulting portfolio assessment system? The challenge was to convince them that the system was useful and helpful, not just to be seen as a "Pass/Fail" scenario or folder of their work. Input from students during all phases of development would insure ownership on the part of the students.

Availability of resources on portfolio assessment for adults created another problem for development and implementation. As stated earlier, plenty of resources are available on school age student portfolio assessment, but very few were directly applicable to an adult learner setting. As part of this project staff development would need to take place in order to succeed in development and implementation of the portfolio assessment system. Staff development was conducted in-house, by attendance at workshops, and attendance at regional conferences.

Goals and Objectives

Portfolio Assessment included six objectives to be accomplished in the project . These objectives were as follows:

- to consult with program instructors, case managers, administrators, guidance personnel, and students on a needs based system of portfolio assessment.

- to develop a checklist system of skills, aptitudes, and competencies expected to develop in the project year that will accompany student selected work in the portfolio.

- to document the attainment of skills by students of the TIU Adult Education and Job Training Center.

- to implement the system with 30 students during the project year.

- to develop a working evaluation system for the portfolios to insure instructor accountability and student input.

- to disseminate the portfolio assessment system.

Objective #1

To consult with program instructors, case managers, administrators, guidance personnel, and students on a needs based system of portfolio assessment.

Portfolio Assessment addressed the objective to consult with program instructors, case managers, administrators, guidance personnel, and students on a needs based system of portfolio assessment in several ways. Methods for accomplishing this objective included planning meetings with staff and students, in-depth review of program curriculum, and staff development with instructors using the system. These allowed us to develop the needs based concept/framework for the portfolio assessment system to function.

A series of meetings were held by the coordinator of the project with program staff and students to develop the framework for the needs based system of portfolio assessment. Meetings were conducted to consult with GED, ABE, and Family Literacy instructors to identify the specific needs of the agency on assessment that could be measured by portfolio assessment. Using existing curriculum as a guide, instructors identified areas that should be included in the portfolio system. Goal planning, student feedback, and comprehensive and cumulative format for the portfolio assessment system were expressed as essential elements. Staff agreed to to work with the coordinator at these meetings to develop the checklist of skills, aptitudes, and competencies for the portfolios. Meetings were held with GED and ABE classes to get student input into student feelings on portfolio assessment. Initial responses included fear of what it would be used for to how it would help them. After explaining what we were attempting to accomplish with the portfolios, all students agreed that they could benefit from the project. Student input on the checklist format was most positive. Students felt by knowing what they were expected to do and accomplish they could get a sense of progress during the classes. The students also stated that it would be nice to be able to show how they felt about topics and express a need for additional help to the instructors without feeling singled out by asking in class. This was the basis for a feedback system incorporated into the student checklist that would accompany the instructor checklists of expected learning outcomes. These could be cross referenced to insure that learning was occurring.

Meetings were held between the coordinator and the agency counselor for input on what would be helpful with case management and student goal planning. Recommendations were made on the frequency of student self-

directed goal planning. We decided that approximately every other month would be sufficient. The counselor also expressed ideas with which to design the goal planning outline. The counselor provided a link between the students and instructors from a different perspective that proved very helpful in development of the portfolio assessment system. Case managers requested a sheet for review on a periodic basis. This was determined by the agency counselor and project staff to be monthly.

During implementation phase of the project, meetings were held between coordinator, counselor, and instructors on an as needed basis and to clarify uses of the portfolio system. Meetings were held in several different manners with students. Students were met with individually, pairs, and as a whole class. These meetings were designed to set student goals, discuss learning, and identify problem areas in both learning and instruction. The meetings between student and instructor were critical and very enlightening. It was found that students will often remain quiet on areas of difficulty in class, but will open up to instructors on an individual basis. This was very helpful to the instructors in regard to varying methods of delivery to insure student learning.

There can be no successful portfolio assessment system without consultation with those involved in the system from students to instructors to counselors and administrators. At all points and phases in portfolio assessment communication was the key element to developing a system that was both functional and helpful to all involved. These meetings forced all staff to view curriculum and instruction in a totally different manner. You cannot simply instruct and hope learning will occur, you must measure it and measure it several ways. These included informal conversation, student self-directed goal planning, curriculum based and content based assessment measures, and

standardized testing. All of these forms of assessment were discussed in meetings on portfolio assessment. All meetings continued throughout the duration of the project and many revelations on usage and changes were found. This critical and continual phase of portfolio assessment was accomplished in this project.

Objective #2

To develop a checklist system of skills, aptitudes, and competencies expected to develop in the project year that will accompany student selected work in the portfolio.

The objective of developing a checklist system of skills, aptitudes, and competencies expected to develop in the project year that will accompany student selected work in the portfolio was met by a procedure that could be easily adapted to other adult education agencies. The procedure for development of the checklist of skills, aptitudes, and competencies progressed from meetings with staff and students, analyzing existing curriculum, review of existing sources of competencies and skills, development and review, adaptation to student language, cross referencing applications of checklists, and evaluation procedures of checklists. Checklists were designed on the basis of functional usage for student and instructor. The checklists bridged the gap of motivating by evidence of progress very effectively.

Several meetings were held in the development phase of the project with the sole focus being creation of a system utilizing checklists of skills, aptitudes, and competencies. All instructors involved in the project were recruited to analyze their curriculums and instructional methods with the focus on measurement. The questions "What are the students to get out of this activity or

lesson?" and "How do I / can I measure this?" were given as a guide to the creation of the checklist system. The responses were then converted to a learning objective format in the checklist. This created the base data for the creation of individual class checklists: GED, ABE, and Family Literacy. This was entitled, "Competencies" and placed in the portfolio format. These objectives on the instructor checklist were converted to student language and adapted to a format that allowed for feedback on each outcome. This was given the simple title "Checklist" to differentiate from the instructor checklist and inserted in the portfolios. These were reviewed by students from each class for function and ease of use. Follow-up meetings were conducted to verify the final form of the checklists.

The second step in the procedure for development of the checklist of skills, aptitudes, and competencies was to analyze existing curriculum in classes where implementation was to occur. Both the coordinator for the project and instructors of ABE, GED, and Family Literacy participated in this phase of the checklist development. Existing curriculum was analyzed to see what learning was intended to occur and how it was currently being measured. If no measurement was being done formally, the results of informal measurement were to be identified. The curriculum and instruction information was broken down into descriptor areas, indicators (general objectives), and measures (specific learning objectives). This formed the basis for the development of the instructor competencies checklist. This checklist was intended for instructors to monitor student learning in the student portfolio. This accomplished two tasks in the process. It forced the instructors to communicate with the student and measure learning as it occurred for the student. This accompanied student work in a separate section of the portfolio. This coordination between

instructors and coordinator was a vital part to the project. The communication that occurred made it clear that the portfolio assessment system was not something to be feared or necessarily change curriculum, but become a useful tool in improving instruction and student learning. In this phase of development, the coordinator and instructors began to look at curriculum and instruction very critically. The manner in which curriculum, instruction, and assessment was viewed began to change in this phase. A greater understanding of student needs and input was very evident to all involved.

Reviewing existing forms of competencies for skills composed the third step in the checklist development. JTPA had been using competencies for years so a comprehensive review of Adult and Youth JTPA Competencies was undertaken to assist in development of our checklist. Several formats of competencies were found from a pre-vocational clerical class and parts adapted to use in the portfolio checklists.

Development of a working instructor checklist of skill, aptitudes, and competencies for students was undertaken next. This was entitled "Competency Measures." The format decided upon was a spreadsheet format utilizing the descriptors, indicators, and measures with a column for assessment that the student was competent or skill was observed with a date. The instructor checklist was intended to be kept in the portfolio to enhance student / instructor communication and feedback on learning.

In order for a working checklist system to be valid, we decided that a student checklist must accompany an instructor checklist of skills, aptitudes, and competencies. A student checklist included identical topic areas, but was adapted to student language from the language on the instructor checklist. It was decided that the easiest form for the student checklist would be to use only

the indicator areas (topics). The student checklist included an easy to follow format. In addition to the indicator area, in spreadsheet form, the date that the student was instructed in that topic area was included. A scale of comfort with the instruction ranging from comfortable to uncomfortable was added. A column identifying that the student had added an item to the portfolio on that indicator area was included on the student checklist. Any additional notes to instructor or otherwise could be made in a separate column. The notes column served very well in encouraging feedback with instructor and case manager.

The next step in the development of the checklist system was analyzing the applications of cross references that could be derived from the two checklists and student selected work in the portfolio. A direct correlation was made between the two checklists and how student learning could be measured from it. In addition, the checklist measured the affective domain by encouraging students to reflect upon learning and place a feeling about the learning on paper. Problem areas could be identified easily on both checklists and one often reinforced the other. Effective learning followed the same thinking. Good examples of student work placed in the portfolio were backed by positive feedback on the checklists. The checklists both correlate and cross reference to the self-directed student goal planning outline. Students had the opportunity to identify both cognitive and affective domain learning on the goal planning outline. Cross references were explored between the TABE indicator test and GED Practice tests as standardized measures. This correlation proved to be a positive one. Areas sampled on both directly correlated to competency areas on the instructor checklist and reinforced learning that occurred could be measured on standardized tests as well. This correlation added validity to our concept of competency checklists incorporated into portfolio assessment.

Instruction that followed the checklist was then proven to enhance student learning measured on these recognized standardized tests.

Evaluation procedures for checklists were determined to be decided upon by the users of the portfolios with their instructors per class. This evaluation was subjective and accomplished individually. One class used a system in which each student met with the instructor to discuss the checklist results. Periodic review by instructors and case managers was included in all evaluations.

Objective #3

To document the attainment of skills by students of the TIU Adult Education and Job Training Center.

Documentation of skills by students of the TIU Adult Education and Job Training Center using Portfolio Assessment was accomplished in three different ways. Documentation of skills was completed on three levels - within the portfolios using the checklist system, inclusion of student selected works, and through periodic standardized testing cross referenced to the checklists. In all cases, skills obtained in class were documented in preparation for the student successfully achieving their goals.

The students and instructors were responsible for documenting learning and feelings concerning the learning in the portfolio checklists. The checklist of skills, aptitudes, and competencies documented that instruction had occurred on a subject while learning was observed by the instructor and felt by the student. This was a basic need in the concept of competency checklists integrated into portfolios. Utilizing Pre- and Post-Testing cross referenced to the

competency areas, we were able to determine where instruction needed to be concentrated for each student. This was an essential component that allowed us to meet the specific needs of individual students within the classes. This procedure allowed the classes to progress at a pace dictated by the students' needs. By documenting the skills students already possessed, we were able to document gains due to instruction much more rapidly. Post-testing reinforced these observed gains in skills as documented in the checklist system. Documented attainment of skills was readily evident by reading the comments and notes of students on the checklists. Many students expressed feelings of being much more comfortable with each topic area following instruction and student class work. Instructor comments and documentation of observed attainment of competencies reinforced the student checklist responses.

Documentation on the attainment of skills by our students was also accomplished by reviewing student selected works placed in the portfolios. This review took three forms. First, students were asked to self-reflect on their own work as it progressed throughout each class. This reflection on work took place in two forms - by student completion of the goal planning outline and in meetings with instructors. By analyzing their own works, students were able to actually see progress and changes in knowledge. This acted as a strong reinforcer and motivator for student learning. Peer review of student works placed in the portfolio was very helpful for students, although students were a bit hesitant at first to participate due to fear of failure. All comments made by peers were very helpful and no negative feelings were expressed following peer evaluations of selected works. Peer reviews also helped the students to narrow the number of works in the portfolios to those items that best expressed an improvement in student learning. Lastly, student works placed in the

portfolio were examined by the instructor for learning increases. To an educator, improvement was very visible by student selected works. This review by instructors was discussed with the students to make observations known. Student work placed in the portfolios were a valuable tool to document the skills attained by students in participating classes.

Documentation of skills attained by the students was measured by periodic standardized testing utilizing the TABE and GED Pretest where applicable. These were cross referenced to the checklist system of competencies to validate results. Some test bias was observed, but methodology and competencies proved to be reliable. This standardized testing / assessment applied a measurable grade level to the results of instruction and checklist documentation. Reliability of grade level cross reference could not be determined due to the small survey number of students in the project. Overall, standardized testing reinforced findings of the checklist system of competencies in ABE/GED classes.

Documentation of skills attained by our students utilizing portfolio assessment took many forms in the project. All proved reliable and would be very easily obtainable through adaptation of this project. Portfolio assessment is designed and intended for the purpose of documenting attainment of student skills as a main underlying focus.

Objective #4

To implement the system with 30 students during the project year.

Portfolio assessment was to implement the developed system with 30 students over the project year. We implemented the system into three of the

four developed class competency systems. Implementation was made into one GED class, one ABE class, and three Independent Study ABE/GED classes. Implementation was not made into the Family Literacy program due to scheduling conflicts with the implementation period of the project. Total enrollment in the project was 35 students. We exceeded the number of projected participants and number of programs of implementation.

The four developed systems are in the same format so continuation from one program to the next is very possible. However, this was not observed due to the short implementation period of the project. Portfolio assessment was implemented in only one cycle of each program of classes. Each contains different competencies and skills to be obtained but a continuity between programs could be achieved.

Objective #5

To develop a working evaluation system for the portfolios to insure instructor accountability and student input.

An objective of Portfolio Assessment was to develop a working evaluation system for the portfolios to insure instructor accountability and student input. This objective was achieved through development of the checklist system, meetings for portfolio evaluation, instructor input, use of the goal planning outline, and through the use of an evaluation form for evaluation of the competency checklists. Through the use of multiple evaluation processes, we were able to validate the portfolio assessment system.

Development of the checklist system helped to serve as part of the working evaluation system in several ways. One way that the development of the checklist system served as an evaluation tool was the nature of the process

employed to determine the checklist items. A cooperative, staff development oriented process was used employing the input of students, instructors, counselors, and administrators. The goal of the checklist system was to identify the means by which classroom instruction could be measured and evaluated. By identifying these objectives it was easy to identify both student learning difficulties and instructional problems. The checklist system provided a very scannable, quantifiable means for evaluating student progress.

A necessary ingredient in the working evaluation system was the inclusion of evaluation meetings. Meetings were held between instructors, instructor and student, and peer meetings for the purpose of evaluating items included in the portfolio and progress through the skills, aptitudes, and competencies checklists. By including several different levels of meetings, we were able to evaluate the portfolios with more accuracy on different criteria. Periodic meetings between instructors were held to evaluate the students progress through the checklists and to evaluate the items placed in the portfolios. These meetings allowed instructors to examine competencies and develop plans for students to better aid in learning. Sessions were held between instructor and student in the implementation period of the project. These sessions were vital for students identifying and reflecting on their own learning and portfolios. During the meetings between instructor and student, difficulties were often identified. Students could see progression with the instructor gaining insights into student learning. Peer meetings played an important role in the working evaluation system. By students examining each others' portfolios, students were able to see learning occurring from the perspective of their peers. These sessions often helped to reinforce the progress of students and were a very helpful ingredient in the overall evaluation

of the portfolios. Students were apprehensive at first to allow fellow classmates to examine their portfolios, but eventually students became proud of their work and eager to share. Students were able to see each others' progression through the competencies and occasional mentoring sessions came out of the peer evaluations. Students could identify someone who could help them with a particular difficulty they were having. At this point the portfolios truly began to work as intended.

Instructor input was critical in the working evaluation system for the portfolios. Instructors were asked to examine the portfolios to identify what learning was occurring and to document gains in learning where it was observed. Instructors evaluated the portfolios using criteria based on their own objectives used for instruction. It was in this manner that portfolios could be measured both objectively and subjectively. Instructor observations carried weight in the portfolio evaluation process.

The goal planning outline was used in the working evaluation process by identifying student selected topics to demonstrate learning following instruction. Students identified an area of difficulty, then received instruction and/or additional work on that area to achieve comfort or competency. By examining a series of these outlines, we were able to evaluate progress and competency on student selected difficulty areas. This goal planning outline served dual purposes, to give feedback from the student on learning and needs and to evaluate progress through achievement of learning goals. This was a valuable tool in the overall evaluation of the portfolios by students' self-evaluation, peer evaluation, and instructor evaluation. Inclusion of this item in any portfolio would be highly recommended as it complements the evaluation process while identifying learning goals and past achievements.

A summary of the evaluation form was developed near the end of the project implementation period. This form was a compilation of the assessment summaries and areas previously mentioned in the evaluation system for the portfolio. Assessment was made much easier by inclusion of this form in the portfolios. All information concerning evaluation was summarized so that students, instructors, etc. could see evidence with which to use in assigning an overall evaluation of portfolio contents. The summary evaluation form was very useful and proved to be a practical tool for the periodic evaluation of the portfolios. This form could be adapted for use in a format of portfolio assessment utilizing competency, meeting, peers, self-evaluation, and goal planning.

Objective #6

To disseminate the portfolio assessment system.

Final Report, Product, Sample IEP will be disseminated through the Tuscarora Intermediate Unit , the Pennsylvania Department of Education, AdvancE, the Western Pennsylvania Adult Literacy Resource Center, and the Regional Staff Development Centers. Successful dissemination will allow other adult educators and adult education agencies to benefit from the findings of this project and the opportunity to adapt to their own programs.

Procedures

(a) General Design

The general design of "Portfolio Assessment" was completed in five stages.

(1) The first stage of the project was project personnel performing examination and evaluation of materials that addressed portfolio assessment. Project personnel attended a total of nine workshops on the topic of portfolio assessment at conferences and at Region 5 Staff Development Center sponsored in services. Conferences attended included PERA (Pennsylvania Educational Research Association) in Pittsburgh, PAACE Midwinter, and Region 5 Corrections In-Service in Altoona. These workshops and conferences aided project staff in examining examples of portfolio assessment in use in both adult education and public school systems. Barbara Van Horn, PSU Institute for the Study of Adult Literacy, presented two workshops in Region 5 attended by project staff. Ms. Van Horn was also consulted in working out some details of the portfolio assessment development process. Very few resources on adult education applications of portfolio assessment could be located that could adapt to the model we proposed. Several items were located on Penn*Link related to public school portfolio assessment. These aided in our knowledge base of portfolio assessment but were again not feasible for adaptation into the adult education environment due to the contact period with students.

(2) The second stage of the project was for project personnel to develop course competency, skill, and aptitude checklist for TIU Adult Education and Job Training Center programs. Development of the checklists followed a

procedure as follows:

- meeting with instructors to identify course objectives
- examine curriculum to identify "hidden" objectives
- evaluate examples of competencies from JTPA programs
- draft competencies
- review draft with students, instructors, counselors, and administrators
- develop format for instructional competencies checklist
- review instructional competencies with instructors, counselors, and administrators
- adapt instructional competencies into a format for use by students without educational jargon
- review student checklist with students
- evaluate cross reference usages between the two checklists
- final development, revisions, refinements to competencies checklists
- review evaluation for checklist evaluation uses

This stage allowed the project staff and instructors to view curriculum and instruction practices from a different perspective. Measurement and assessment of learning was the focus of all phases of skill, aptitude, and competency development. Causal relationships into effective practices of instruction were stressed in the development process. We used several instructors from each program area in the examination of instructional practices and curriculum to validate competencies.

(3) Stage three of the general design consisted of implementation of a strategy to educate program instructors with the methods required in portfolio assessment. This was an essential stage of the project. Project staff met with TIU Adult Education and Job Training Center staff for the purpose of staff development on the use of the developed portfolio system. Procedures and an overview of the purpose of the project were stressed. Instructional staff were provided with the tools for implementation with students

and methods to use in coordination with portfolio assessment. Methods identified for suggested use included cooperative learning, teambuilding integrated into curriculum, inquiry learning, and content based and curriculum based assessment methods. Instructors were told that portfolio assessment includes a very learner center classroom and some control is taken out of the hands of the instructor. Students select items for the portfolio, actively participate in goal planning, and participate equally in evaluation of the portfolios. These concepts were received very well, but some instructors were concerned about being a bit uncomfortable with relinquishing control. Overall, staff development components identified all areas that would concern a portfolio assessment implementation plan.

(4) Recruitment of 35 students was accomplished in stage four of the project. Students received an orientation of the assessment project and procedures. As anticipated all students were functioning in the ABE/GED level. Programs developed for implementation were GED, ABE Lifeskills, Family Literacy, and ABE/GED Independent Study utilizing computer aided instruction. Evaluation criteria were developed for the portfolios in this stage of the project. The evaluation of the portfolio and its contents was done cooperatively between students and instructors using the developed criteria / procedure.

(5) The final stage of the project was dissemination of the portfolio assessment system and the results of its usage in this final report to other adult educators in the state. Portfolio content changed a bit from the expected areas stated in the proposal due to the processes used in a cooperative manner to develop the competency system. Dissemination took place through the Tuscarora Intermediate Unit, the Pennsylvania Department of Education, AdvancE, the Western Pennsylvania Adult Literacy Resource

Center, and the Regional Staff Development Centers.

(b) Location

"Portfolio Assessment" was developed and implemented at the TIU Adult Education and Job Training Center in Lewistown, PA. The project proved an effective mechanism for enhancing retention in the programs where portfolio assessment was implemented. This was accomplished because emphasis in the project was on successes in learning and goal planning. A coordinated and cooperative effort allowed us to successfully develop and implement this project.

(c) Methods and Materials

Methods used in the project included: (1) research of commercial materials focused on portfolio assessment; (2) utilization and adaptation of materials and information on portfolio assessment; (3) prioritization of competencies and skills; (4) self-assessment, evaluation, and goal planning by students; (5) and cooperative learning.

Materials required for the project included: (1) portfolio folders; (2) and duplication of materials. Few materials were actually required due to the developmental nature of the project. Only student-use materials were required for implementation.

(d) Time Schedule

The following time schedule was followed for the "Portfolio Assessment" project.

Phase 1: *July, August 1994*

Review of portfolio assessment materials.

Phase 2: *September, October , November 1994*

Development of course competency, skills, and aptitude checklist. Compiled basic framework for the portfolio structure.

Phase 3: *December 1994*

Staff Development workshops and meetings on methods usage of portfolio assessment for program instructors.

Phase 4: *January through June 1995*

Recruitment and usage of portfolio assessment with 35 students. Periodic staff / instructor meetings, student instructor meetings, evaluation of portfolio contents.

Phase 5: *May 1995 through June 1995*

Revisions / Review of Portfolio Assessment project. Final Product, Report, and Dissemination of the project.

Positive Results

"Portfolio Assessment" produced many positive results over the span of the project year. Many of the positive outcomes surround the objectives set for the project in the proposal. All objectives for the project were met as discussed previously. Other positive outcomes were observed as benefits of the project by staff and students alike.

One benefit of the portfolio assessment project was an observed increase in retention of students in classes using portfolio assessment. Portfolio assessment proved effective in maintaining a greater retention rate in GED classes using the system. This was identified by examining attendance records from the GED class implementing portfolio assessment and a previous class taught by the same instructor only months before. Students appeared to have benefited in this manner from the portfolio project. Aspects we feel had aided in increasing retention were student participation in their learning experience and increased goal planning.

Increased self-esteem was observed by instructors of students in classes utilizing portfolio assessment. This was an anticipated outcome that was realized in the project. Students were more confident and comfortable in asking questions and identifying areas of difficulty. This was an outcome that developed over time in the project. Once students had become comfortable with the process used in portfolio assessment, self-esteem improved. Failures of the past were written off as the past, while the focus was on the successes of present learning. Students became more comfortable in the learning environment as the project progressed and became more comfortable with the function of the portfolios in the process. Increased self-esteem is an important

side benefit of the project that was observed in most students using portfolio assessment. By seeing learning occurring on a regular basis, students were able get a boost to their self-esteem for successes and benefit from mistakes and difficulties. Students actively and regularly setting goals added to the self-esteem aspect of the project. This observed increase in self-esteem was a pleasant side effect produced by the portfolio assessment project. Related to self-esteem boosts was an observed increased motivation to learn. By being able to see progress daily, students demonstrated an increasing eagerness to learn more. Student motivation and retention were increased partly due to the increase in self-esteem and the portfolio assessment project as a whole.

Another positive result observed in the portfolio assessment project was increased communication between students and instructors on planning, learning, and results of instruction and student work. A project of this nature forces communication between students and students, students and instructors, and between instructors. A result of this increased communication was an exchange of feelings on how learning was occurring and how effective instructional methods were for individual students. By meeting with students individually, instructors were able to identify effective and ineffective teaching methods. Often more than one student expressed concerns in the same areas. This allowed for instructional improvements. Communication between students on learning and progress toward goals proved to be an effective teambuilding tool in the classroom. We found that students were more than happy to help other students with problems as a result of the peer meetings to evaluate the portfolio contents. Communication among instructors on instructional methods and techniques was increased because of the planning meetings for the competency checklists. This allowed veteran instructors to help new instructors

with methods proven to work on topics and to critically analyze curriculum.

Student awareness of instructional goals was a positive result of the portfolio assessment project. Students expressed on numerous occasions that they liked not being "in the dark" as to what was expected of them regarding instruction. The checklists that identified instructional goals also allowed students to look ahead, plan, and pre-learn material. Adult learners like to have some control over their learning and progression toward goals. By identifying instructional objectives up front, we were able to meet that need. In the GED classroom for example, a noticeable decrease was observed in the "I'm not sure I'm ready to test." syndrome. Students appeared much more confident as a result of knowing instructional objectives and achieving them. As a result students stated feeling much more confident going into the GED test.

Documentation of increases in learning was an important positive result of the project. This was the main objective behind the development of the portfolio assessment system. We had desired to explore alternative means to gather student data on learning gains. Utilizing the checklists system, standardized test scores, student-selected items placed in the portfolios, and instructor anecdotal notations in the portfolios have allowed us to document increases in competency, skill, and aptitude in the areas measured. The documentation of learning gains was useful in two ways - student-centered and agency -centered. Portfolio assessment allowed us to see gains made by students in all areas implemented. One area that would have been interesting to implement would be a reading, writing portfolio additions to the GED English and Mathematics developed. In those areas documentation of gains would be much more readily visible. These areas could be developed using the same processes that the other checklist systems established. Specific cross

references were made to the TABE test and GED practice test areas to document skills obtained by the students. Using the TABE we can obtain an approximate grade level equivalent for the checklist items. In this manner documentation of gains was seen in all basic skills and GED areas of implementation. Documentation of skills was considerably more difficult in the lifeskills and family literacy areas. Documented gains were made on the basis of instructor observation, checklist results, and student self-directed feedback. The instructor checklist and student checklist were cross referenced to derive gains from instruction.

A critical examination into curriculum and instruction proved to be a valuable product of the project. Because of the process for developing competencies for the checklist system, we dissected curriculum and lesson planning with the focus on measurement of learning gains. Following this process led to a new perspective on individual teaching techniques, methods, and curriculum development. Weaknesses were identified and measures made to rectify them. Development of the criteria on which to base the competencies forced a critical look into current practices while encouraging the integration of new methods and instructional development. This was a very valuable introspective look at current teaching practices. Due to this introspective look, instructors were able to attempt new methods in instruction geared to a student-centered classroom. These new methods added diversity to the instructors and were helpful in reaching some students better. Portfolio assessment requires a rethinking of teaching, a shift of control in the classroom to the students, flexibility, and a variety of instructional tools / methods.

Negative Results

Very few negative results were observed in "Portfolio Assessment" over the course of the project year. The negative results of the project had not to do with the project, but were findings on portfolio assessment as a whole. The negative results included time constraints on project and intensive amount of instructor hours required on development and coordination of the system. These items were discovered while developing the system and exploring portfolio assessment.

One area that proved to be a negative aspect of "Portfolio Assessment" was the implementation period did not allow for the anticipated progression of students from one program utilizing portfolio assessment to another. Documentation of gains was possible; however, a better cumulative perspective of a student's learning could be obtained by following the student throughout our contact period with them. Much more documentation of learning gains could be made over a longer period of time. This was one of the initial problems we encountered with research on portfolio. Most is on public school portfolio assessment with a contact period over many years, adult education contact period may only be months.

A negative finding of the project was that there is an incredible amount of preparation and development time involved with a working portfolio assessment system. A coordinator is necessary for any adaptation of a portfolio assessment project into implementation. This could be a full time job in itself and it is very difficult to manage time for development and implementation. Portfolio assessment is a very intensive, time consuming process for all involved from students to instructors. The fruits of the efforts are well worth the time spent but

it was found that the implementation of any portfolio system will demand a great deal of time from instructors from staff development phase through implementation with classes. A suggestion would be a gradual implementation into one program before expanding into other instructional areas. Portfolio assessment requires a great deal of coordination between instructors, students, and administration. This is a very time demanding process. Portfolio assessment is not something that can develop overnight. It must be preplanned, planned, and revised on a continual basis. Results of a good system can be rewarding but the time put into the system has to be considerable.

The project contained very few negative results. The negative aspects that were uncovered deal with portfolio assessment as a whole and were not inherently specific to this project. Although time consuming in adult education's relatively short contact period with clients, it is a worthy endeavor for agencies to undertake.

Evaluation

Successful evaluation for "Portfolio Assessment" was based on:

1. Staff Development on methods/usage of portfolio assessment as an evaluation tool.
2. Successful development and implementation of the comprehensive portfolio assessment system.
3. The number of documented increases in basic skills for portfolio participants.
4. Implementation with at least 30 ABE/GED Students during the project year. A total of 35 were served.
5. Objective survey of portfolio participants on the success of the system using student self-assessment. By analyzing the student goal planning outlines we were able to identify usefulness of portfolio assessment from a student perspective.
6. Successful dissemination of the final report and product.

Dissemination Procedure

Dissemination of this project and its findings is accomplished through the Tuscarora Intermediate Unit, the Pennsylvania Department of Education, AdvancE, and the Regional Staff Development Centers. This dissemination will allow other adult education agencies to benefit from this project and its many inherent adaptations.

Suggestions for Implementations and Adaptation

"Portfolio Assessment" format is readily adaptable for other adult education agencies. This project was designed and developed for ABE/GED, and Family Literacy programs. Two subjects of the GED curriculum were developed - English/Grammar and Mathematics. Lifeskills and family literacy portfolio sections were developed as a continuum across the curriculum.

The process for development of a comprehensive, competency-based portfolio assessment system can easily be followed as demonstrated in this project. The general format can be adapted to meet the needs of a wide range of adult education agencies. The competencies checklist and the procedure for arriving at the checklist is adaptable to other subjects and will prove reliable and valid if the process is followed carefully.

Suggestions for development and implementation would include a long development period and implementation into one program at a time. The type of portfolio assessment developed in this project is unique as it includes components of curriculum-based assessment and content-based assessment in a format of portfolio assessment. In this format documentation of learning gains can be easily obtained in a short period of time, as required by our relatively short contact period with clients.

Before adaptation of this project or similar development we suggest a review of literature on content-based assessment and curriculum-based assessment methods. These are the basis for the development of the competency checklist system. Analyze existing curriculum very critically with an open mind. Analyze present instructional methods used with a focus on measurement and assessment of learning gains of students. Work very closely

with students and other staff on development of the portfolio assessment system. Provide or seek additional training from Regional Staff Development Centers where deemed necessary, especially on the methods for implementing portfolio assessment.

When implementing a portfolio assessment system into classroom instruction, plan for additional time spent on portfolio maintenance, evaluation, and student training on portfolio development. Plan for time spent in instructor meetings, student peer evaluation sessions, and review/revision on a periodic basis. Try to set meetings on a regular basis, it will add consistency to the process. Plan for a location where the portfolios will be kept and how students will be provided access to the portfolios. These suggestions will help smooth the transition to portfolio assessment. Be prepared for a long development period regardless of level of adaptation. Portfolio assessment must address the assessment needs specific to agencies. This project provides a framework in which portfolio assessment can be integrated into other agencies.

RESOURCE LIST

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Interview form for GED/Brush-up

Date: _____

Goals for: _____

1. Areas (of English, Writing, Reading, Math) I would like to work on are:

2. (English, Writing, Reading, Math) Skills I need to work on immediately include:

3. The best thing I have done in class since the last meeting was:

4. I had the most trouble with:

5. How I can use the skills I have learned since the last meeting:

6. Topics I would like to learn more about...

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Portfolio Evaluation

Date: _____

When deciding on how you will evaluate/rate the portfolios ask yourself the following questions and how they may relate to the topics listed below.

How did I participate in...
How do I feel about...
Were my short-term goals achieved in regard to...
Was progress made toward attainment of goals in ...
Was I honest in all my evaluations of...
How relevant was my reflection on ...

Rating Scale:				
Excellent	Above Average	Average	Below Average	Poor
5	4	3	2	1

1.) Setting the criteria for the portfolios
5 4 3 2 1

2.) Personal Reflection on content and appearance of portfolios
5 4 3 2 1

3.) Participant and Instructor Expectations for class
5 4 3 2 1

4.) Achievement of goals and objectives
5 4 3 2 1

5.) Attendance
5 4 3 2 1

6.) Testing Criteria and Results
5 4 3 2 1

7.) Goal Setting
5 4 3 2 1

8.) List <u>one</u> way that using the portfolio helped you.

_____

Thank You!

**** Evaluation Summary ****

Student Self-Evaluation:

Number of Competencies achieved: _____

Areas of Difficulty: _____

_____

Feelings about the Learning: _____

_____

Additional Comments: _____

_____

_____

PEER EVALUATION:

Items Reviewed: _____

_____

Areas of Difficulty: _____

_____

Suggestions: _____

_____

Additional Comments: _____

_____

_____

INSTRUCTOR EVALUATION:

Standardized Test: Score:

_____

_____

_____

Items Reviewed: _____

_____

Competencies Achieved: Not Achieved:

_____ _____

_____

_____

Suggestions: _____

Date of Evaluation: / / **Evaluation #:____**

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Independent Study Work Log

Date	Program	Description of work completed	Scores(if any)
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Materials Checklist

(Briefly describe each item and why it was placed in the portfolio)

#	Description of Item	Date	Class	Why was it included?
		/ /		
1		/ /		
2		/ /		
3		/ /		
4		/ /		
5		/ /		
6		/ /		
7		/ /		
8		/ /		
9		/ /		
10		/ /		
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13		/ /		
14		/ /		
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20		/ /		
21		/ /		
22		/ /		
23		/ /		

English/Writing Skills Checklist

Student's Name:_____

Topic	Date	Comfortable	Somewhat Comfortable	Uncomfortable	Formally Assessed	Notes
Identify Sentence Fragments						
Identify Complete Sentences						
Identify at least 6 parts of speech						
Describe parts of a sentence						
Divide sentences into complete subject and predicates						
Identify 25 Prepositional phrases						
Irregular Verbs						
Change verb tense from one to another						
Use apostrophe's correctly						

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Instructor:_____

English/Writing Skills Checklist

Student's Name:_____

Topic	Date	Comfortable	Somewhat Comfortable	Uncomfortable	Portfolio Addition	Notes
Identify Spelling words and rules						
Describe basic meanings of teacher identified vocabulary list						
Subject/Verb agreement						
Identify and use "be" verbs						
Infinitives- Identify						
Complete Journal Assignments						
Pronouns- Subj.,Obj.,and possessive						
Pronoun-antecedent agreement						
Pronouns - Reflexive, Intensive Demonstrative, Interrogative, Etc...						

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Instructor:_____

English/Writing Skills Checklist

Student's Name:_____

Topic	Date	Comfortable	Somewhat Uncomfortable	Uncomfortable	Revisit Needed	Notes
Pronouns - Who and Whom						
Write using correct capitalization						
Identify Possessive nouns &pronouns						
correctly use commas in writing						
Utilize semi colons in sentences						
Utilize colons in sentences						
Identify Dangling and Misplaced Modifiers						
Correct errors in parallel structure						
Correct errors in Effectiveness of Expression						

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English/Writing Skills Checklist

Student's Name:_____

Topic	Date	Comfortable	Somewhat Comfortable	Uncomfortable	Formally Addressed	Notes:
Identify 3 parts of a paragraph-Topic sentence, Body, and Conclusion.						
Write an original letter						
Edit for Pronoun agreement						
Proofreading						
Write a well-organized paragraph						
Following directions/Listening skills						
Edit paragraphs for errors in Subj./verb Agree.,Parallel Struc., etc...						

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Math Skills Checklist

Student's Name:_____

Topic	Date	Comfortable	Somewhat Comfortable	Uncomfortable	Portfolio Addition	Notes:
Whole Number Identification						
Whole Number Comparison						
Add Whole Numbers						
Subtract Whole Numbers						
Solve Subtraction Word Problems using Borrowing						
Multiply Whole Numbers						
Use Multiplication Table or Chart						
Multiply 1 or more digit Whole Numbers						
Solve Multiplication Word Problems						

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Instructor:_____

Math Skills Checklist

Student's Name:_____

Topic	Date	Comfortable	Somewhat Comfortable	Uncomfortable	Portfolio Addition	Notes:
Divide Whole Numbers						
Divide 1 or More digit Whole Numbers						
Divide Larger Whole Numbers						
Solve Division Word Problems						
Change fractions to equal fractions						
Reduce fractions to lowest terms						
Find Least Common Denominator						
Compare Fractions						
Change improper fractions to mixed numbers						

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Instructor:_____

Math Skills Checklist

Student's Name:_____

Topic	Date	Comfortable	Somewhat Comfortable	Uncomfortable	Portfolio Addition	Notes:
Add like fractions						
Add unlike fractions						
Subtract like fractions						
Borrowing in subtracting fractions						
Solve fraction word problems						
Multiply a fraction by a fraction						
Multiply a fraction by a whole number						
Multiply mixed numbers						
Divide fractions by inverting and multiplying						

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Math Skills Checklist

Student's Name:_____

Topic	Date	Comfortable	Somewhat Comfortable	Uncomfortable	Partial Addition	Notes
Solve fractipon word problems involving Mult. and Div.						
Read and Write Decimals						
Identify Higher and Lower Decimals						
Round off Decimals						
Add Decimals						
Subtract Decimals						
Solve + and - Decimal word problems						
Multiply Decimals						
Divide Decimals						

Math Skills Checklist

Student's Name:_____

Topic	Date	Comfortable	Somewhat Comfortable	Uncomfortable	Formula Addition	Notes:
Convert Decimals to Fraction Equivalents						
Solve multiplication and Division Decimal word problems						
Read and Set up Ratios						
Solve Proportioin problems						
Solve Ratio and proportion word problems						
Read and write percents						
Change percents to decimals						
Change Decimals to Percents						

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Instructor:_____

Math Skills Checklist

Student's Name:_____

Topic	Date	Comfortable	Somewhat Comfortable	Uncomfortable	Needs Review	Notes
Change percents to Fractions						
Change Fractions to Percents						
Find a number when another number is a certain percent of it						
Figure Simple Interest						
Solve Percent word problems						
Interpret Line graphs						
Interpret Bar graphs						
Interpret Circle/Pie graphs						
Interpret Picture graphs						
Interpret Information from tables						

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Math Skills Checklist

Student's Name:_____

Topic	Pre-test	Comfortable	Somewhat Comfortable	Uncomfortable	Partial Mastery	Mastery
Find arithmetic Mean						
Determine Median						
Interpret data involving Mean and Median						
Use and Convert English Measures						
Operations on Measures(+,-,x,/)						
Convert Metric / Imperial Measures						
Solve measurement word problems						
Alg.- Identify unknowns / Variables						
Write algebraic expressions						
Write and solve equations						

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Instructor:_____

Math Skills Checklist

Student's Name:_____

Use algebra to solve word problems						
Identify Formulas						
Use formulas to solve word problems						
Identify common Geometric figures						
Solve perimeter and circumference word problems						
Use formulas to solve problems of:						
Area						
Volume						
Angles						
Triangles						

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Instructor:_____

Math Skills Checklist

Student's Name:_____

Topic						
Similarity						
Congruence						
Pythagorean Relationship						
Use Square Root and Power Exponents to solve word problems						

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Casemanager Review

Date: _____
Competencies Completed since last review: _____

Changes/updates to plan: _____

Satisfactory attainment toward goals: Yes or No

Date: _____
Competencies Completed since last review: _____

Changes/updates to plan: _____

Satisfactory attainment toward goals: Yes or No

Date: _____
Competencies Completed since last review: _____

Changes/updates to plan: _____

Satisfactory attainment toward goals: Yes or No

Independent Study Plan

Client Name: _____

Phone: (___) ___-_____

Starting Date: _____

Ending Date: _____

Case Manager: _____

Referred By: _____

Plan Approval: _____

Specific Task Plan

Math: _____

English: _____

Reading: _____

Problem Solving: _____

Short Term Job Related: _____

Discover: / /95, / /95, / /95

Job Search Services: _____

Typing Tutor: (Time Limited) : _____

Life Skills Related Areas: _____

For Official Use only:

1	2	3	4	5	6	7	8	9	10	11	12	+

ATTENDING SESSIONS:

Monday PM 6:30-9:00
Thursday PM 6:30-9:00
Friday AM 9:30-12Noon

Assessment Summaries

Assessment Tool	Date	Results
1		
2		
3		
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10		
11		
12		
13		

Assessment Notes:

English/Writing Competency Measures

Instructor:_____

1	Grammar	Identifying Complete Sentences and Fragments	Students can identify and then change 15 fragments into complete sentences.	
2	Grammar	Parts of Speech	Students can identify at least 6 of the 8 parts of speech in selected sentences.	
3	Grammar	Parts of a Sentence	Students divide at least 20 sentences correctly into complete subject and complete predicate.	
4	Grammar	Preposition Phrases	Students correctly identify 25 preposition phrases in selected sentences.	
5	Grammar	Irregular Verbs	Student accurately completes the missing principle parts of at least 20 irregular verbs.	

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English/Writing Competency Measures

Instructor:_____

6	Grammar	Verb Tense	Student can correctly change verbs from one tense to another through completion of classroom exercises.	
7	Grammar	Apostrophes	Student demonstrates proper use of apostrophes in sentences upon completion of classroom activities	
8	Spelling	Basic Spelling rules	Student can complete spelling packet with at least 60% accuracy	
9	Vocabulary	Basic Meaning of Words	Student can complete vocabulary packet with at least 60 % accuracy	
10	Grammar	Subject/Verb Agreement	Students identify correct subject/ verb agreement and can change verbs to match subjects.	
11	Grammar	"Be" Verbs	Students differentiate between the different forms of the verb "to be" and can demonstrate use in written sentences.	

English/Writing Competency Measures

Instructor:_____

12	Grammar	Infinitives	Students can identify infinitives in sentences.	
			Students differentiate between to + a verb as an infinitive and to + a noun or pronoun as a prepositional phrase.	
13	Writing	Journals	Students write an assigned journal entry one time per week.	
14	Grammar	Pronouns - Subject, Object, & Possessive	Students correctly identify use in sentences subject, object, and possessive pronouns.	
15	Grammar	Pronoun - Antecedent agreement.	Students correct pronoun antecedent agreement and use agreement correctly in sentences.	
16	Grammar	Pronouns - Who and Whom	Students can differentiate usage of "who" and "whom" when writing sentences after selecting correct form in classroom exercises.	
17	Grammar	Pronouns - Reflexive,	Students identify pronouns form in	

Student's Name: 79

		Intensive, Demonstrative, Interrogative and Indefinite.	sentences activities.	
18	Grammar	Capitalization	Students recognize correct capitalization of of words in sentences.	
			Students write sentences using correct capitalization.	
19	Grammar	Possessive Nouns and Pronouns	Students identify possessive nouns and pronouns on worksheets and in classroom exercises.	
20	Grammar	Commas	Students use commas correctly in: items in a series	
			In compound sentences joined by coordinating conjunctions	
			After introductory elements	
			In sentences w/parenthetical expressions, appositives, and direct address.	
			Students write their own sentences using commas correctly.	

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Student's Name: _____ Page 4

English/Writing Competency Measures

Instructor:_____

21	Grammar	Semi-colons	Students utilize semi-colons in sentences during classroom activities.	
			Students write their own sentences using semi-colons correctly.	
22	Grammar	Colons	Students utilize colons in sentences during classroom activities.	
			Students write their own sentences using colons correctly.	
23	Grammar	Dangling and Misplaced Modifiers	Students change sentences with dangling and misplaced modifiers into meaningful, correct sentences	
24	Grammar	Parallel Structure	Students change/make corrections for errors in parallel structure by correcting sentences in classroom activities.	

English/Writing Competency Measures

Instructor:_____

25	Grammar	Effectiveness of Expression	Students identify and correct errors in sentences that show ineffective expression of words and/or content.	
26	Grammar	Parts of a Paragraph - Topic Sentence, Body, and Conclusion	Student can identify the 3 parts of a paragraph and write a correctly structured paragraph	
27	Writing/ Listening Skills	Following Directions/Listening Skills	Students demonstrate ability to follow directions and perfect listening skills by keeping a weekly assignment book.	
28	Writing	Letter Writing	Students will write an original letter to a specific individual, eg. his/her representative or senator concerning a specific topic.	

English/Writing Competency Measures

Instructor:_____

29	Grammar	Editing Skills for Subject/Verb Agreement, Parallel Structure, and Dangling/Misplaced Mods.	Students will demonstrate edting skills by editing paragraphs with errors in S/V Agreement, Parallel Str., and Dang./Mispl. Mods.	
30	Grammar	Editing Skills for Pronoun agreement	Student edit a paragraph correctly for pronoun agreement.	
31	Grammar	Proofreading	Student proofreads and edits a paragraph with common errors.	
32	Writing	Organized Paragraph Writing	Students write a well-organized paragraph as determined by the instructor.	

Math Competency Measures

Instructor: _____

1	Math	Whole Number Identification	Students will read, write, and identify place values.	
2	Math	Whole Number Comparison	Students compare, put in order, and round numbers	
3	Math	Addition of Whole Numbers	Students recognize key addition words	
			Students add whole numbers 1 or more digits	
			Carrying and solving addition word problems	
4	Math	Subtraction of Whole Numbers	Students recognize key subtraction terms.	
			Students subtract 1 or more digit whole numbers	
			Students demonstrate borrowing and solving subtraction word problems.	
5	Math	Multiplication of Whole Numbers	Students recognize key mult. terms.	
			Students demonstrate ability to use mult. tables or charts.	
			Students multiply one or more digit whole numbers.	
			Students solve multiplication word problems.	

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Student' Name:

Math Competency Measures

Instructor: _____

6	Math	Division of Whole Numbers	Students recognize key division terms.	
			Students divide one or more digit whole numbers	
			Students divide larger whole numbers	
			Students borrow values correctly.	
			Students solve division word problems.	
7	Math	Fractions	Students change fraction to its equivalent fraction	
			Students reduce fractions to lowest terms.	
			Students find least common denominator.	
			Students compare fractions	
			Students change improper fractions to mixed numbers.	
8	Math	Fractions: Addition and Subtraction	Students add like fractions	
			Students add unlike fractions	
			Students add like fractions	
			Students subtract like fractions.	
			Students demonstrate borrowing in fraction subtraction problems.	
			Students solve fraction word	

Math Competency Measures

Instructor: _____

			problems.	
9	Math	Fractions: Multiplying and Dividing	Students multiply a fraction by a fraction.	
			Students multiply a fraction by a whole number.	
			Students multiply mixed numbers.	
			Students divide fractions inverting and multiplying.	
			Students solve fraction word problems involving Mult. & Division.	
10	Math	Decimals: Addition and Subtraction.	Students read and write decimals.	
			Students differentiate between higher and lower decimals.	
			Students round off decimals.	
			Students add decimals	
			Students subtract decimals.	
			Students solve decimal word problems.	
11	Math	Decimals: Multiplication and Division	Students multiply decimals.	
			Students divide decimals.	
			Students convert fractions to decimal equivalents.	
			Students solve decimal word problems involving Mult. & Division.	

Math Competency Measures

Instructor: _____

12	Math	Ratio & Proportion	Student read and set up ratios	
			Students solve proportion problems.	
			Students solve ratio and proportion word problems.	
13	Math	Percents	Student read and write percents.	
			Students change percents to decimals.	
			Students change decimals to percents.	
			Students change percents to fractions.	
			Students change fractions to percents.	
			Students find an unknown number when another number is a certain percent of it.	
			Students figure simple interest.	
			Students solve percent word problems.	
14	Math	Graphs and Tables	Students interpret line graphs.	
			Students interpret bar graphs.	
			Students interpret circle/ pie graphs.	

Math Competency Measures

Instructor: _____

			Students interpret picture graphs.	
			Students interpret info. from tables.	
15	Math	Mean and Median	Students compute the arithmetic mean.	
			Students determine median.	
			Students interpret data-involving mean and median.	
16	Math	Measurement	Students use and convert English measures.	
			Students perform basic operations on measures.	
			Students convert metric / imperial measures.	
			Students solve measurement word problems	
17	Math	Algebra Fundamentals	Identify unknowns/variables	
			Students write algebraic expressions	
			Students write and solve equations	
			Students solve longer equations	
			Students use algebra to solve word problems.	
			Students identify formulas.	
			Students use formulas to solve word problems.	

Math Competency Measures

Instructor: _____

18	Math	Geometry Fundamentals	Students identify common geometric figures.	
			Students solve perimeter and circumference word problems.	
			Use formulas to solve problems of:	
			Area	
			Volume	
			Angles	
			Triangles	
			Similarity	
			Congruence	
			Pythagorean Relationship	
			Use square root & power exponents to solve word problems.	